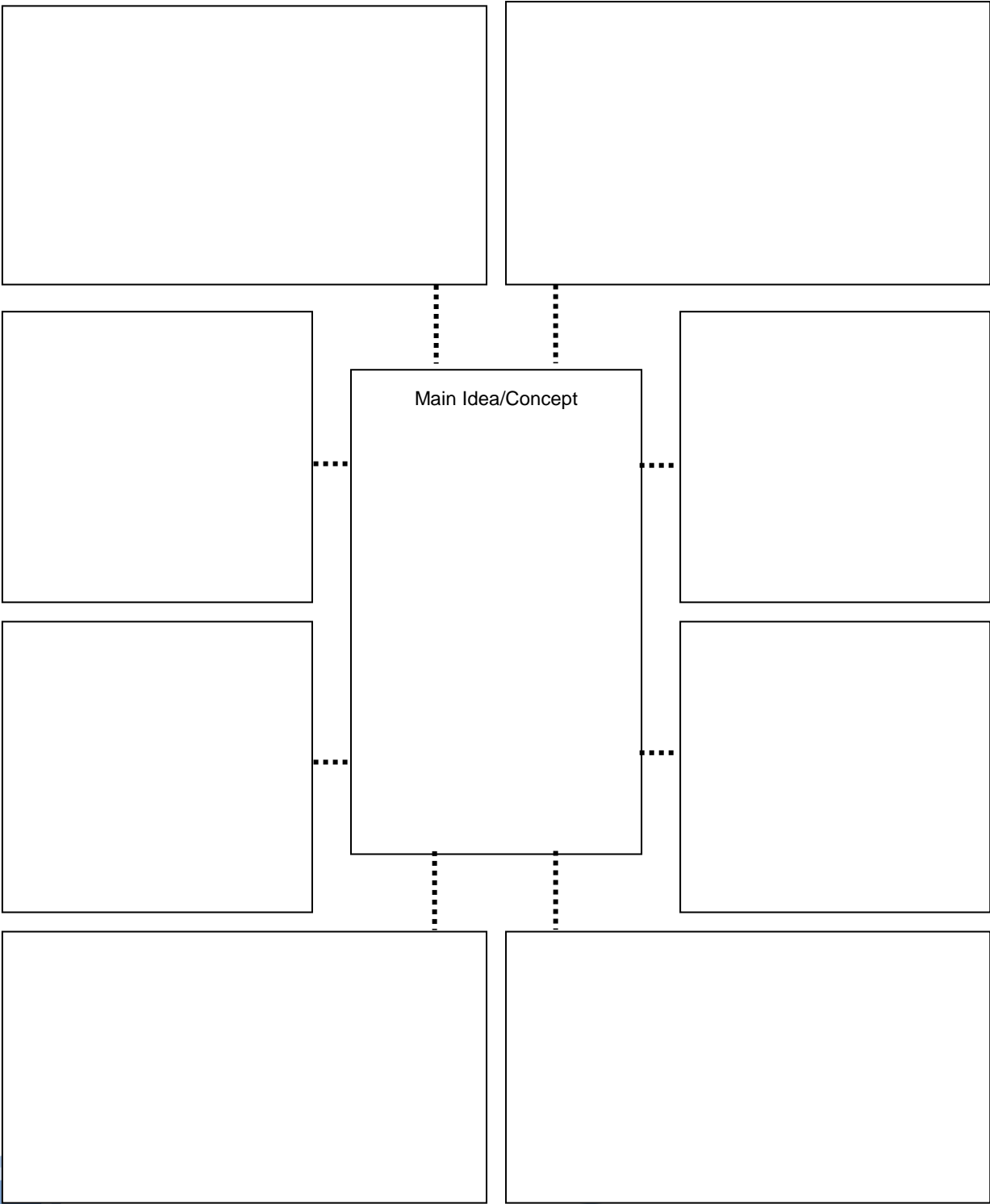
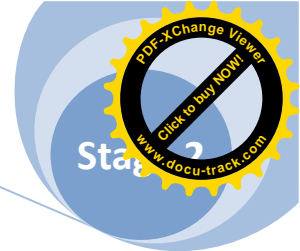


Stage 2 Defining the Goals

Identifying the topic

Now, begin your project by identifying areas or topic of interest to yourself. Having the opportunity to think and brainstorm ideas is useful for you, as well as discussing ideas with other people, for example, other students, friends outside the school, relatives and teachers. You should document your process at this stage, including ideas discussed and your thinking. You may want to use the following idea map to record your thinking process.





Defining the Goals

You may also want to use this topic decision chart to record your analysis.

TOPIC DECISION CHART

Decision to be made:		
▼	▼	▼
Alternative 1	Alternative 2	Alternative 3
▼	▼	▼
Advantages:	Advantages:	Advantages:
▼	▼	▼
Disadvantages:	Disadvantages:	Disadvantages:
Decision made based on alternative:		

Defining the Goals

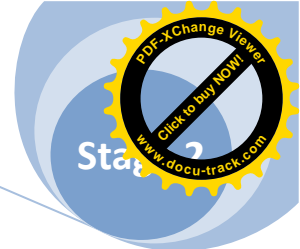
Here are some examples of challenging and highly challenging projects.

Challenging project	Highly challenging project
A student wants to raise political awareness among his or her peers through an informationgiving campaign.	A student wants to influence an external political system and get a bill passed through a national government.
A student wants to create a durable bag using second-hand materials.	A student wants to create a durable bag using second-hand materials to sell and raise money for charity.
A student decides to create a puppet-show to take to a primary school to contribute to their end of year celebrations.	A student decides to create a puppet-show to entertain children and to tour several schools and hospitals.
A student decides to write an article on a topic of interest for a journal (school/academic/special interest) and submit to an audience.	A student decides to write and publish an original book-length feature on a topic of interest.

Identifying the focus area of interaction

First, and most importantly, you **MUST** choose an area of interaction to be the context for your project investigation. Basically, your choices for your context are:

- Human ingenuity – you are interested in investigating how and why inventive and creative genius can solve problems, improve the human condition or change how we view our world and beliefs. You want to identify and explore the responsibilities we have when we make changes
- Environments – you are interested in investigating how and why particular environments (natural, built, virtual) operate, face challenges or need improving. You also want to identify and explore our responsibilities towards those environments
- Health and social education – you are interested in how and why people live as they do, the relationships that exist, the health and social issues individuals and groups must face and our responsibilities to ourselves and others through our lifestyles
- Community and service – you are interested in investigating how and why communities exist and how and why it is important that individuals and groups offer services within communities



- Approaches to learning – you are interested in investigating how people learn and the variety of different ways in which different people can learn effectively

It is ***strongly recommended*** that you choose ONE area of interaction in order to define your goal as this will give a much more specific focus to the project.

Here are some questions you might consider as you choose an area of interaction through which to focus your project.

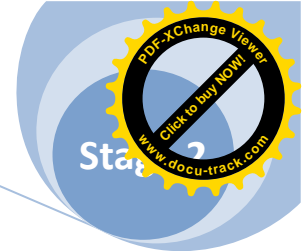
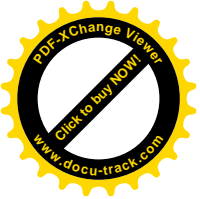
- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific area of interaction enrich my project?

It must be noted that all students will use ATL skills in the completion of their projects but only some students will use ATL as a focus for their project, as seen in the illustrations referred to in the section “Addressing the areas of interaction”. A personal project with a specific ATL focus must address a specific aspect of learning in some way.

Choosing your Personal Project context comes with a responsibility to thoroughly understand one area of interaction.

You may want to use the following S.W.O.T analysis form to record your decision making process.

Please be noted that these 2 steps are interchangeable – the personal project goal might originate with the area of interaction or with the topic of personal interest.



S.W.O.T ANALYSIS

Strengths

- ◆
- ◆
- ◆
- ◆

Weaknesses:

- ◆
- ◆
- ◆
- ◆

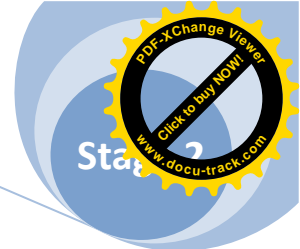
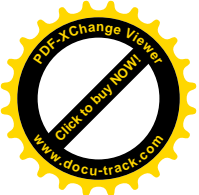
Opportunities:

- ◆
- ◆
- ◆
- ◆

Threats:

- ◆
- ◆
- ◆
- ◆

Action Plan:



Inquiry Question

So far you have an area of interaction and you have a topic of interest. Now you create a question to guide your investigation. Your question should definitely contain:

- your topic
- your area of interaction

Your question should also demand inquiry, and not be a question that can be answered simply in a sentence or two.

Examples of inquiry questions include:

Human ingenuity questions:

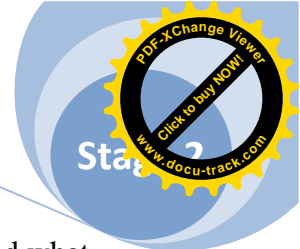
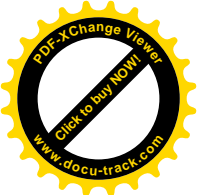
- What ingenious ideas will enable householders to reduce their carbon footprint on the planet?
- What ingenious processes are involved in authentically rejuvenating an antique wardrobe?
- How have ingenious humans developed human flight over time and what might the future hold?
- What can be done to improve access to all areas of our school for students with physical movement disabilities?
- What factors and clever strategies enable a performer to excel in a performance?

Environments questions:

- What materials can surfboard designers use to ensure that future surfboards are friendly to the environment?
- Is the school's use of resources efficient or wasteful and what can be done to improve the existing situation?
- What are the best environmental conditions for rearing cockatiels in captivity and why are those conditions effective?
- Why should all Australians be concerned about the Murray River system and what should be done to repair it?
- How can I positively improve the current environment within my family's home?

Health and social education questions:

- Is it important to have single gender classes at school or should everyone be in coeducational classes all the time?
- What exactly is a healthy lifestyle and is it the same for everyone?



- Why is it important to have a school transition program for new students and what should it involve?
- How effective is the existing drug awareness program in our community, and what could be done to improve drug awareness and the dangers of substance abuse among our peers?
- Does the existing homework program help or hinder students' relationships with family and friends, and are there improvements that could be made to the program?

Community and service questions:

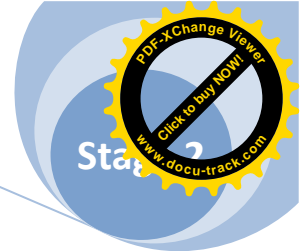
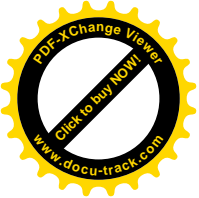
- How can school students really help people in need in the international community?
- What actions should the general community take to enable older citizens to live safe and comfortable lives?
- How can a person change the world for the better through service without spending money?
- What can we do to bring the international community together to fulfil the International Baccalaureate mission?
- How does my church actively serve the wider community and how might I get involved?

Approaches to learning questions:

- What strategies and techniques can students use to more effectively manage and complete homework?
- How can a coach effectively improve the individual and team ball-handling skills of junior baseball players?
- How might our school enable all students to become proficient with Information and Communication Technologies?
- What could teachers do to make learning experiences more enjoyable and effective for Middle School students at our school?
- Why is it important to train a dog and what are effective ways to achieve this aim?

Creating a good question is not easy. Adults have difficulty with the task, so don't expect the first question you think of to be the best. Brainstorm possible questions first.

Then talk to other people about your inquiry question ideas – your parents, friends, your teachers. Make sure that the area of interaction is obvious in the question or can be clearly connected to the question. Then, make a decision. You can always edit your question later, but choose one now to kick-start your Personal Project and record it below.



Defining the Goals

POSSIBLE INQUIRY QUESTIONS

Questions I am considering are:



DECISION: INQUIRY QUESTION

The inquiry question to which I will respond for my Personal Project is:
